



## **RICHARD CARROLL ELEMENTARY**

P.O. Box 949  
Bamberg, SC 29003

**GRADES** PK-5 Elementary School

**ENROLLMENT** 586 Students

**PRINCIPAL** Johnnie Smith 803-245-3047

**SUPERINTENDENT** Phyllis K. Schwarting 803-245-3053

**BOARD CHAIR** R. Dale Padgett, M.D. 803-245-2433



## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	50	43	2	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Good	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

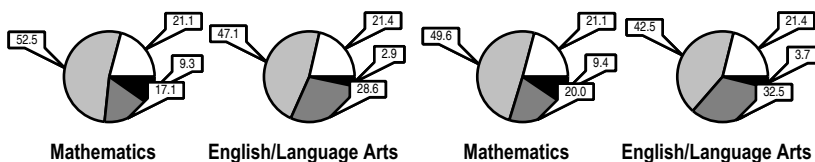
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.



**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	308	99.4	21.1	47.3	28.7	2.9	47.7	Yes	Yes
<b>Gender</b>									
Male	145	100.0	31.1	44.4	22.2	2.2	39.3		
Female	163	98.8	11.8	50.0	34.7	3.5	55.6		
<b>Racial/Ethnic Group</b>									
White	119	98.3	15.3	43.2	36.9	4.5	61.3	Yes	Yes
African-American	186	100.0	25.1	49.7	23.4	1.8	38.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	229	99.1	15.6	47.4	33.6	3.3	54.5		
Disabled	79	100.0	38.2	47.1	13.2	1.5	26.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	99.4	21.1	47.3	28.7	2.9	47.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	99.4	21.1	47.3	28.7	2.9	47.7		
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	25.7	51.3	22.0	1.0	37.7	Yes	Yes
Full-pay meals	95	97.9	11.4	38.6	43.2	6.8	69.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	308	99.7	21.1	52.5	17.1	9.3	46.4	Yes	Yes
<b>Gender</b>									
Male	145	100.0	25.2	51.1	13.3	10.4	42.2		
Female	163	99.4	17.2	53.8	20.7	8.3	50.3		
<b>Racial/Ethnic Group</b>									
White	119	99.2	11.6	51.8	21.4	15.2	54.5	Yes	Yes
African-American	186	100.0	27.5	52.7	14.4	5.4	41.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	229	99.6	14.2	53.8	20.3	11.8	53.8		
Disabled	79	100.0	42.6	48.5	7.4	1.5	23.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	99.7	21.1	52.5	17.1	9.3	46.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	308	99.7	21.1	52.5	17.1	9.3	46.4		
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	27.2	57.1	11.0	4.7	35.6	Yes	Yes
Full-pay meals	95	99.0	7.9	42.7	30.3	19.1	69.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	111	98.2	30.2	47.2	21.7	0.9	22.6
	<b>Grade 5</b>	121	99.2	46.9	43.4	8.8	0.9	9.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	99.0	17.0	41.5	36.2	5.3	41.5
	<b>Grade 4</b>	91	100.0	15.4	48.4	34.1	2.2	36.3
	<b>Grade 5</b>	120	99.2	29.4	58.8	10.9	0.8	11.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	111	99.1	21.7	60.4	13.2	4.7	17.9
	<b>Grade 5</b>	121	100.0	41.2	44.7	11.4	2.6	14.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	100.0	15.8	55.8	22.1	6.3	28.4
	<b>Grade 4</b>	91	100.0	15.4	46.2	24.2	14.3	38.5
	<b>Grade 5</b>	120	99.2	36.1	52.9	5.0	5.9	10.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 586)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.5%	Up from 3.8%	2.9%	2.7%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		3.7%	3.5%
Eligible for gifted and talented	10.3%	Up from 9.2%	13.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Down from 13.0%	9.3%	8.2%
Older than usual for grade	3.4%	Down from 5.9%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	44.7%	Down from 69.2%	48.9%	51.4%
Continuing contract teachers	97.9%	Down from 100.0%	89.2%	87.5%
Highly qualified teachers**	97.2%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	2.2%		0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 92.5%	86.3%	86.7%
Teacher attendance rate	92.9%	Down from 96.5%	94.5%	94.9%
Average teacher salary	\$39,953	Down 5.5%	\$40,459	\$40,760
Prof. development days/teacher	12.0 days	Up from 11.2 days	12.5 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 21.5 to 1	19.0 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 91.9%	89.5%	90.0%
Dollars spent per pupil*	\$5,830	Down 3.4%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	65.5%	Down from 66.6%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	55.6%	Down from 99.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Major renovations were done at Richard Carroll Elementary School Campuses A & B to ensure the safety and well being of all students and staff members. During the summer of 2003 all electrical wiring was replaced as well as the roof covering the portion of the school built in 1937 at Campus B. These renovations were made with monies received through the RIT Grant. The roof and carpet were replaced, a moisture barrier was put down, and classrooms were painted at Campus A.

The teachers and administrators at Campus A and the district grant writer worked diligently to write and secure the Reading First Grant. The official kick-off for the grant was held in May with each student in grades PK - 3 receiving a beach bag containing thirty books for them to take home, read, and begin their personal library.

Our teachers constantly re-evaluate and rethink their teaching methods in light of the students they teach, state standards, and "research-based" practices. Teachers analyze test results, have both grade level and subject area meetings throughout the school year to effectively serve all students. A district funded after-school program helped to reinforce and remediate instruction for those students in grades 3-5 needing additional help. Students work diligently to achieve high standards set for them by their teachers.

Teachers at both campuses actively participated in study groups and peer learning community activities under the leadership of the SCRI literacy coach. These sessions allowed teachers to become more effective educators through professional conversations and collaboration.

Richard Carroll Elementary School is becoming a community of learners.

Johnnie Smith, Principal  
Brab McCully, Chairman of SIC  
Richard Carroll Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	105	65
Percent satisfied with learning environment	95.0%	88.3%	82.3%
Percent satisfied with social and physical environment	87.5%	85.3%	82.3%
Percent satisfied with home-school relations	76.3%	86.5%	68.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.